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ABSTRACT

A project was conducted by the American School for the Deaf in Hartford, Connecticut, to train deaf, multiply handicapped students in job readiness skills and to place them in work experience programs. The one-year project served 17 multiply handicapped, hearing-impaired students, 18 to 20 years old, who were enrolled in the Special Unit program of the school. Of these, 47 percent were minorities. Their handicaps included a severe hearing loss and one or more of the following: learning disabilities, multilingual backgrounds, educational and/or cultural disadvantagement, educational mental retardation, mild behavioral disorders, and/or visual impairments. Based on their evaluated abilities and the assessment of the instructor, students were selected and placed into transitional training work sites through the course of the school year. Students first attended classes on employability skills, then attended a temporary work assignment. Students were then moved into on- and off-campus placement, with eight students completing off-campus placements and the remainder having one or more on-campus training jobs. The project was considered successful. Recommendations were made for more aggressively recruiting off-campus employers and training them to work with hearing-impaired multiply handicapped students. The program may be continued as needs arise, possibly starting with younger students. (KC)

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Preface

This is the Final Report of a Project funded by the State Department of Education, Division of Vocational, Technical and Adult Education for "Work Site Training for Special Education Students".

Acknowledgements:

The American School for the Deaf would like to kindly acknowledge the assistance of the State Department of Education, Division of Vocational, Technical and Adult Education, and in particular Dr. Valerie Pichanick, for their support and encouragement in the realization of the program derived from this grant. We have opened new doors for Multiply-handicapped, Hearing-Impaired students in the State of Connecticut through their assistance.

Abstract

Title of Project: Work Site Training for Special Education Students

Project Director: Edward F. Peltier

Applicant Organization: American School, at Hartford, for the Deaf

Total Project Funds: $15,000.00

Beginning Date: July 1, 1984 Ending Date: June 30, 1985

Objectives:

1. Instruct a course in job-readiness skills to multiply-handicapped, hearing-impaired students.
2. Develop on-campus transitional training sites.
3. Develop job descriptions for off-campus training sites.
4. Seek and develop off-campus training sites.
5. Develop job descriptions for off-campus sites.
6. Develop, implement and monitor employer training programs.
7. Assess, monitor and remediate student performance at training sites.

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8. Evaluate student readiness for off-campus work.

9. Instruct and counsel students in fiscal matters.

Introduction

Statement of Problem:

Founded in 1817, the American School, at Hartford, for the Deaf (ASD) is the oldest school for the Deaf in the United States.

In continuous operation since its founding, the American School, at Hartford, for the Deaf serves approximately 280 deaf and hearing-impaired students from the New England area with the majority (85%) of its students residing in Connecticut. Within the school's programs exists the Special Unit. The purpose of the Special Unit program is to provide highly individualized instruction in very small groups to multiply-handicapped hearing-impaired students ranging in age from 13 to 21 years.

For purposes of definition, multiply-handicapped, hearing-impaired is intended to mean those students who not only exhibit learning disabilities, visual impairments, motor dysfunctions, multi-lingual backgrounds, slow learning, educational disadvantagement, cultural deprivation, educational mental retardation and/or behavior management problems.

Any one or a combination of several of the handicapping conditions may exclude the student partially or totally from the "normal" classes of the Junior High School and High School.

A large percentage of the multiply-handicapped students in the Special Unit have an etiology of their deafness as rubella. Rubella, as an etiology, not only caused significant hearing losses in those children affected, but also has caused secondary, and sometimes, long-term handicaps.

According to the National Conference on Deafness and Rubella, held at the National Technical Institute for the Deaf (NTID) in 1980, 40 percent or more of rubella-etiology students have additional handicapping conditions and that by reason of their numbers (12,000 born during the 1963-1965 epidemic) and high incidence of disorders in addition to deafness,

Statement of Problem: (continued)

that they will place unprecedented demands on the resources of post-secondary education, rehabilitation and other social services to deaf adults.

The conference went on to state that "many of the functions previously undertaken by Vocational Rehabilitation can now be provided by Special Education or by Vocational Education. Every effort should be made to get education to assume these functions in order to free VR resources to meet unmet needs." And "that for a significant percentage of the multiply-handicapped rubella population the transition to the world of work or the provision of job-related services will not take place in the traditional post-secondary educational programs."

And that "there is a critical need for education to recognize the worth of (work oriented facilities and work shops) for serving the severely handicapped."

The Rehabilitation Research and Training Center in Arkansas in 1983 noted in their status of the employment of deaf persons that "the rate of employment among deaf persons in the labor force....degraded by comparison with those in the general population....Many people characterize under employment as the most serious problem deaf people face....The median income of deaf people due to wages and salaries was only 72% of that for hearing people." (Passmore, pages 6 and 7) And, in an article by William Torretti of the Southwest Center, it was noted that severely disabled deaf clients "exhibit poor personal/social adjustment skills including immaturity, irresponsibility and dependency. The majority of the clients have a secondary disability....The effects of a secondary disability when combined with deafness, can be multiplicative....as those who exhibit serious deficiencies in the areas of communication, achievement, social effectiveness, inter-relationships, emotional adjustment and occupational

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Statement of Problem: (continued)

attainment." (pages 57-58)

Robert G. Sanderson, in a study entitled "The Impact of Certain Social Services on the Vocational Rehabilitation of Deaf Clients" (Gallaudet College, November, 1982) has stated that "because of their normal strength, mobility and intelligence and a background of considerable prevocational shop training in schools for the deaf, many deaf people find employment quite readily. However, it is more often than not that at a level sharply below their capabilities.

Consequently, serious underemployment is a major life problem for most deaf people. This is particularly true for the deaf person of above average intelligence and education. Unemployment may be common among those of lesser intelligence and training....They need extensive personal adjustment training to learn to work with people and meet the demands of daily living. Such training is not generally available to them....The severity of the handicap of the unemployed deaf requires a highly specialized service of great depth and duration....Concurrently, intensification of ongoing efforts overcome employer unawareness of non-hearing, non-speaking employee is needed. Involvement of voluntary organizations of and for the deaf is an aggressive continuing program of employer education is one suggested procedure. Study of the employer's concepts of the deaf employee and the reasons for them is another. Finally, searching investigations are needed of all the reasons for the early job plateau reached by a deaf person and of how they can be answered effectively to the benefit of qualified deaf persons."

(Pages xxii-xxiii)

As can be seen from these statements, the problem of providing job-readiness skills before the student becomes the problem of Vocational Rehabilitation is a critical issue. The provision of transitional

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Statement of Problem: (continued)

training at this level, using the facilities and resources already available and in operation, did address the need through the implementation of a program able to identify, monitor and remediate needs while in an educational setting.

It is the intention of the Special Unit to provide such students with a program stressing basic language skills, basic reading skills, basic mathematics, social skills, and life skills such that they are able to function independently after graduation.

Each student is placed in a small group of three to five students who independently in reading, language and mathematics skills areas. Students are placed in small groups for topic discussion in Life Skill and Social Skill areas.

The Vocational Department provides instruction to Special Unit students in basic manipulative skills, shop measurements, tool use, materials, shop vocabulary and safety. Some students are integrated into classes with non-Special Unit students while others attend classes and workshops specifically designed for more severely handicapped students. ASD Special Unit students take a minimum of 2 vocational classes daily with many students enrolled in 3 to 4 vocational periods for skill development. The courses taken may include any of vocational areas, such as Woodworking, Auto Body, Printing and Bindery, Graphic Arts Camera, Photocomposition, Typing, Business Education, Accounting, Drafting, Sewing, Cooking, Home Economics, Electronics, Art, Machine Shop, Photography, Ceramics, Building Maintenance and Food Service.

The setting in the Vocational Department provides its students with experiential learning situations in which the student learns not simply by watching, but by actually performing tasks assigned. Many of the vocational areas present a simulated work environment where the student

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Statement of Problem: (continued)

performs tasks readily adaptable to the work site. By learning the process of the task experientially, the student can transfer that learning to new situations and environments, but the instructors must provide these experiences using communication systems at levels appropriate to the learning styles and abilities of the students enrolled in the area and must provide rich experiences with significant reinforcement before it can be expected that the student will perform a given task independently.

Beginning in 1983, ASD established the Student Work Experience Program aimed at Providing Juniors and Seniors a Variety of employment experiences including on- and off-campus internships, and on-and off-campus paid jobs. Work settings include offices, maintenance shops, food-services establishments, retail outlets, non-profit organizations, and manufacturing concerns. Potential areas of employment currently include Child Care, Accounting, Food Service, Building Maintenance, Buildings and Grounds, Data Entry, and Television Production. Work Sites have been identified, developed, monitored and evaluated by the ASD Work Experience Coordinator and ASD Field Specialist. Student progress has been evaluated on an on-going basis throughout the duration of the program. Students are observed on the job regularly by the Work Experience Coordinator. Any difficulties encountered by the student or employer are managed at the place of employment. Student employees have the opportunity to discuss work-related concerns and misconceptions with the work experience program, it is expected that he or she will perform the work assigned to the best of his or her ability; will be regular in his or her attendance; will maintain good cooperation, attitude and appearance on the job; will report

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Statement of Problem: (continued)

absence directly to the employer; and will be the person responsible to contact the Coordinator if difficulties arise or he or she was released by the employer.

The employer agrees to provide the work experience as is common to a learner of the trade and to permit the school's representatives to visit the students at the work site for the purpose of supervision and training.

After identification and selection of the work site, ASD has provided employers with training programs and materials designed to increase the employer's awareness of and sensitivity to the special needs of hearing-impaired employees. When the student graduates, he or she has had the experience of authentic employment and a more sophisticated perception of employer expectations of employees. This increased understanding of work contributes to the development of more productive, self-satisfied employes. Both the employer and employee benefit.

The American School, at Hartford, for the Deaf is committed to providing the maximum vocational training for each student. In order to achieve this goal, students must receive training in vocational skills, job-seeking skills, job-readiness skills, and actual job placements before they graduate from the school. However, the aforementioned program serves only Juniors and Seniors of the school, not the multiply-handicapped population.

The handicapped are one of the most under-employed groups in the country, with deaf and hearing-impaired persons being a large faction of the under-employed. To survive competitively in the job market, deaf and hearing-impaired persons must receive more instruction and training than their hearing peers. In addition, training on-site with a person skilled in the communication style of deaf and hearing-impaired people would

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Statement of Problem: (continued)

enhance their ability to compete and achieve in the job market. The multiply-handicapped, hearing-impaired population at this school is in an even more disadvantaged position and thus needs whatever additional training and skill development the school can provide.

Thus, based on the research the school has done on the employment potential of multiply-handicapped, hearing-impaired students and on its Work Experience Program for Junior and Senior students, the school requested funds be granted in order to establish and maintain a program to meet the transitional training needs of its special Unit, multiply-handicapped students.

Objectives:

Objective 1. Instruct a course in job-readiness skills to multiply-handicapped, hearing-impaired students currently enrolled in the Special Unit program.

Objective 2. Develop on-campus transitional training work sites.

Objective 3. Develop job-descriptions for each on-campus training site and review the descriptions with the receiving employer and student.

Objective 4. Seek and develop off-campus job sites at local agencies and businesses which have progressive learning stations so that students can progress and acquire broad-based skills.

Objective 5. Develop and monitor employer training programs both on-campus and off-campus.

Objective 6. Assess, monitor and remediate as necessary each student's performance in the areas of attendance, punctuality, attitude, job skills, and job-seeking skills before and during on-campus and off-campus placements.

Objective 7. Evaluate student readiness for off-campus employment and remediate deficiencies as necessary.

Objective 8. Provide instruction and counseling to all students in money management, banking and fiscal responsibilities.

I. Project Design

1. Pre-Planning Period:

A course was developed by the American School, at Hartford, for the Deaf staff, including both Vocational and Special Unit staff members and Principals. This course was designed to meet the needs of multiply-handicapped, hearing-impaired students in the areas of job-readiness skills and appropriate work attitudes and habits. Course content included the followng topics:

1. Why people work
2. Sources of information about employment opportunities
3. A review of one's interest aptitude and skills
4. A study of occupations
5. How to seek employment
6. Using resources to find possible employers
7. Employment applications
8. Resumes
9. Application letters of reference
10. Job interviews
11. What skills, values and attitudes one must have on the job
12. Self-evaluation of performance
13. Job benefits
14. Leaving a job

The course, naturally, stressed language development concepts, values clarification, and used a non-traditional approach to job roles and responsibilities.

2. General Design:

The American School, at Hartford, for the Deaf proposed to provide transitional employment training to a segment of its population. The school, as one component of the program offered its multiply-handicapped, hearing-impaired students a course in job readiness skills, the content of which is listed above. Concurrent components of the program included on-campus and off-campus transitional training in employment settings. Students were initially placed into on-campus experiential work sites where they were closely monitored by the instructor. This component had already been established and evaluated for Senior students of the school under the Work Experience Program.

Once students successfully demonstrated their abilities in an on-campus experiential work site, they were moved to off-campus experiential work sites in the local community. Students were initially transported by the school to their off-campus work sites, but some began to use public transportation as their way of getting to work. A similar program, also established for Senior students, is in place, and the design is replicated by this program.

3. Setting

The population served by this project was 17 multiply-handicapped, hearing-impaired students of the American School. They received service during the school day in a classroom designated by the school to use. For their on-campus and off-campus experiential work sites,

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3. Setting (continued)

sites were identified and developed on-campus using existing American School facilities. It was one of the primary responsibilities of the program instructor to seek, identify, and develop off-campus work sites in the local community.

II. Target Population

The target population of this project was 17, 18-20 year-old multiply-handicapped, hearing-impaired students who are enrolled in the Special Unit Program of the Upper School at the American School for the Deaf. Of these, 47% are minorities. Their handicaps include a severe, educationally-handicapping hearing loss and one or more of the following additional disabilities: learning disabilities, multilingual backgrounds, educational and/or cultural disadvantagement, educational mental retardation, mild behavioral disorders, and/or visual impairments. All are in need of special educational designs to facilitate their acquisition of basic language, reading, math and survival skills. Based on their evaluated abilities and the assessments of the instructor, students were selected and placed into transitional training work sites throughout the course of the school year. Should the future need arise, the school will be more than willing to evaluate the possible placement of other students with similar disabilties into this (and, naturally, other) program(s).

III. Procedures and Activities

Before the beginning of the school year, a workshop was held for a period of three days to determine the curriculum outline for students targeted as members of the population to be served.

III. Procedures and Activities (continued)

A copy of their outline is attached within the Appendix. During the course of the school year, students were instructed by Mr. Thomas Meehan, a staff member of the Special Unit Program in the various areas identified as those needing instruction. Each student was tracked by Mr. Meehan as to his or her progress, with the results being summarized in the students Individual Educational Plan. During the introductory phase of the course, these studnets wee exposed to "Work-Temp" position in which the student was assigned a task to be done for a classroom teacher of other staff member during the instructional time. On completion of this task, the student was evaluated by the recipient of the assistance with a copy of the evaluation returned to Mr. Meehan for remediation as necessary. A sample of the form used is attached in the Appendix.

Following the introductory work, the students were then moved into on- and off-campus placements. During this phase, the students were closely monitored by the Work Experience Coordinator, Ms. Kathy Darby and she provided input to Mr. Meehan, who then made specific remediations in his classroom. Mrs. Darby also performed employer training off campus to those employers not familiar with deaf and multiply-handicapped workers. We have placed off campus, to date, eight of the students enrolled in the program, with 13 of the same students having performed one or more on-campus jobs. Of the remainder, one will continue in the program next year, another will return to full-time vocational training, and two others have left school to work.

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IV. Project Staff Functions

Edward F. Peltier - Project Director

Thomas Meehan - Classroom Instructor, Job Readiness Skills

Kathy Darby - Work Experience Coordinator (on- and off-campus sites)

Eric Schroeder - Principal, Special Unit

V. Technical Assistance

Dr. Valerie Pichanick visited the American School for the Deaf with members of her staff on two occasions during the course of the grant. During the first visit, she intensively evaluated the classroom portion of the program, and during the second, concentrated on the off-campus work site placements. Her assistance was quite valuable to the program as she made several suggestions on employer training and acquisition of potential work sites.

VI. Techniques and Methods

Students enrolled in the program were enrolled in a five-day per week program entitled "Job Readiness". In that class, they were instructed by Mr. Meehan, in Total Communication and American Sign Language, depending on their communication skills. The course was 45 minutes in duration and ran from the commencement of the school year until the last week of school. Students were placed out of the classroom as necessary for Work-Temp placements at the beginning of the program, and later for off-campus work-site placements.

Placements off campus varied widely in terms of the times that students participated Some wee full-day placements running from morning into afternoon; others conform to the times that students are normally placed into our Vocational program and are up to four class periods in length.

VI. Techniques and Methods (continued)

Problems which occurred on-site were generally taken care of by Ms. Darby, with information returning to the classroom teacher, Mr. Meehan. Progress reports were written at the First Semester break and will again be written for the Second Semester, with copies to the Towns responsible and the parents.

VII. Schedules: time lines

As this project has already been field tested by the Lexington School for the Deaf (New York), and as the American School has initiated and continued a project similar to the objectives of this project with success, it can be reasonably predicted that there will be successful outcomes for this project also. The project will add a valuable component to the vocational training of multiply-handicapped, hearing-impaired students by placing those students in experiential work sites where the students have rich resources to draw from for remediation of difficulties encountered. It can also be expected that such students will be more successful later after they leave the school as they will already have employment training experience to draw this setting to a more independent life setting. In addition, it can be reasonably expected that the project will raise the consciousness of local employers by providing resources to them during the training period. They may later be more receptive towards accepting handicapped people into employment settings based on their experiences with the program.

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VIII. Workshops and Meetings

Four meetings occurred in which this grant was discussed:

First, Eric Schroeder, the Principal of the Special Unit Program, attended an introductory meeting at the State Department of Education on September 11, 1984 in which all of the grant recipients met each other and heard about those projects funded.

Second, there was a workshop held at the American School for the Deaf with Ms. Darby, Mr. Meehan and Mr. Schroeder to develop the course outline. This workshop was held on July 18, 19, 25, and 27.

Third, workshop was held at the American School for Directors of Local Education Authorities. During that time, a presentation was made to the Directors by Ms. Darby and Mr. Schroeder.

Fourth, an Advisory Committee meeting was held on 10/31/84; with copies of the minutes attached in the Appendix.

IX. Surveys

No surveys were incorporated into this project.

X. Reports

Individual reports on the progress of students were done by those recipients of their services during the first phase of the project while students were in on-campus "Work-Temp" positions. More formal reports have been written by the employers who have placed students in off-campus paid or credit positions. A copy of both report forms can be found in the Appendix.

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XI. Dissemination, Publicity

Information as to the program was disseminated to the Vocational Advisory Council which met at the American School for the Deaf on 10/31/84. Further information was disseminated by an article in the American Annals, the American School for the Deaf's news magazine which is distributed to all parents of students in the school and a large number of programs serving the deaf in the United States. Finally, information was disseminated to Local Education Authorities during a meeting on April 3, 1985. In the first and third instances the information took the form of a presentation made by Mr. Schroeder, with assistance from Ms. Darby and others involved in Vocational Programing here at the American School.

Summary

In terms of the objectives which were written into the projects we find:

For Objective 1, that the project did provide for the instruction of up to 17 multiply-handicapped hearing-impaired students of the American School for the Deaf. An instructor, in conferences with the Junior High School Principal, discussed and was advised on the concepts which were to be taught. He instructed that series of classes from the beginning of the school year in September, 1984 until the close of school in June of 1985. The basis for this instruction was the outline developed during a summer workshop, the funds for which came from the project. A copy of that outline is attached in the Appendix.

For Objective 2, a variety of on-campus worksites were developed which assessed the student's abilities and potentials. Included in these worksites were: copy-worker, typist, messenger, mailperson, infirmary aide, development office volunteer, artist's assistant, collator, mover, bookkeeper, custodian, maintenance worker, laundry worker. Each of these areas was assessed by the classroom instructor as to the skills needed for the tasks involved, and when assured that the students had the necessary skills, the instructor placed the student into the placement for a trial period. On completion of the trial, the student could then be reassigned to similar tasks on an on-going basis. Over the course of the school year students involved in the class did approximately 1700 hours of work (or about 100 hours each).

For Objective 3, the instructor and the Work Experience Coordinator, worked with the receiving on-campus employers as to the job description and the skills needed for the task. Each of the receiving employers was advised as to the skills of the student involved. As necessary, instruction occurred in the classroom to remediate students' needs for improved attitude and behavior.

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For Objective 4, the instructor, the Department Principal, and the Work Experience Coordinator, met on an on-going informal basis to discuss placements of students off-campus. Sites were developed to meet the students' potential and take advantage of their positive attitudes towards working. Students were placed out into food service (including aide, salad bar, host/hostess, busperson, cook and dishroom positions), custodial, stockroom, laundry and maintenance positions. Some of the students enrolled in the program were paid for their work, others received school credit towards their graduations. Each of the students was followed primarily by their Work Experience Coordinator, Ms. Darby, with classroom assistance from Mr. Meehan if problems arose. Parents were apprised that their students would be working in the community and the parents wholeheartedly supported the concept.

For Objective 5, job descriptions were developed for the positions which were held by the students. They are attached to the appendix. Each of the employers met with the Work Experience Coordinator to discuss the needs of Multiply Handicapped Hearing Impaired students and was made knowledgeable about their skills and abilities. AS time progressed these descriptions were reviewed and modified as necessary.

For Objective 6, the Work Experience Coordinator met, as discussed in Objective 5, with the employers to discover any modifications which might have been needed in the student's program. In general we have found that few, if any modifications have been necessary for the students to participate fully in the positions which they held.

For Objective 7, the instructor has kept running logs as to the outline objectives for each of the students enrolled in the programs. The "Work-temp" placements for the students was invaluable in discovering how well the student could work independently on task without supervision of the instructor. In addition, the students involved in the "Work-temp" program were evaluated by the recipient of their services and the classroom instructor was able to

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remediate almost immediately any difficulty that the student might have had. As a function of the course itself, general attitudes and behaviors were fully discussed with all of the students before the exposures began.

For Objective 8, the instructor on many occasions met with the recipients of the "Work-temp" service to discuss how each of the students was faring. Following those meetings specific conferences with students could be held. As students became ready for off-campus positions their names were recommended to the Department Principal and the Work Experience Coordinator, who worked closely with the instructor to determine where the student might be placed given their abilities and prior Vocational Training. As students were placed out into the community, the Work Experience Coordinator and instructor followed-up on the performance of the student on-work-site for remediation purposes.

For Objective 9, each of the students during the course of the instructional classes received instruction of fiscal responsibilities. this component was closely linked with the Life Skills program, which students were also enrolled in concurrently.

As an overall summary of the program, we have met those objectives which were outlined in the project proposal. Each of the students was able, on some level, to participate in the program and benefit from it.

Unanticipated problems which were encountered during the project mainly lay in the area of inability of the program to develop more sites for the students to participate in. It was extremely difficult for the school to identify sites which were benefit to the student in terms of their experiences gathered from the site. Another difficulty which arose during the project was the medical restraints which two students, who until the program started had not shown and problem with suddenly developed. We need also to attend more to employer training. Some misunderstanding occurred which could have been avoided had more time been invested in their training.

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Our recommendations to this program are:

1. The program should be established at a younger age. Given the difficulty of finding suitable sites, and the need for students to practice their skills on an experimental basis, they should begin work-site placements not later than their junior year. Currently only seniors are enrolled. This will occur during the 1985-86 school year.

2. We will seek, develop and train off-campus employers more aggressively. Based on the needs of our students the off-campus employer need much more information as to the functional abilities of the student than they receive at the current time.

3. Students enrolled in the program should not be limited to one site. Currently, the students went out to one placement during the course of the instructional program. Expansion of the number of sites would be beneficial as it may show difficulties arising under different work conditions.

4. Students should be exposed to more stamina-testing placements. Currently the student (in general) is placed on-site during his or her Vocational classes. Expansion to full-day programs, either on a once a week basis for the duration of the year, or for more days during week long periods would be of use to demonstrate their stamina and also to expose them to a more realistic working day.

5. Students should be placed out on off-campus sites earlier in the school year. During the project most students did not get into off-campus positions until later in the year. In part this was due to lack of sites, in part due to a lack of aggressiveness.

To conclude, the program has met those objectives which were established. Some modification needs to be done on procedures so that students can test more sites, for longer periods and with more employer training. For the students who were enrolled in the project this year, we are pleased at the program that they

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made. There were some surprises with the students who, considering their limitations, were not expected to do as well as they actually have done. We are pleased with the results and look forward to continuing the program as a major component for the foreseeable future.

Appendices

1. Advisory Committee Meeting Minutes
2. Handout for Instructional Staff on Job Readiness Skills
3. Job Readiness Skills Curricular Base
4. Job Descriptions
5. Copy, American Era Article
6. Budget

APPENDIX I

Advisory Committee Meeting

Date: January 3, 1985 at 7:00 PM

Attending: Mr. and Mrs. Delani (Parents)

Keith Vinci (Commission of the Deaf and Hearing-Impaired)

Eric Schroeder (Principal, Special Unit)

Edward F. Peltier (Project Director, Assistant Executive Director)

Tom Meehan (Instructor)

Not Attending: Wade Terry (CDHI)

Kathy Darby (Work Experience Coordinator)

Mrs. Carmen Cecilia (Community Representative)

Minutes, JRS Meeting

1. Discussion was held on the purpose of the grant, its development, award, workshop, implementation.
2. Discussion of the purpose of the Advisory Committee.
3. Discussion of the intention of the course:
   - -to focus on experiential learning
   - -to provide on- and off-campus work sites
   - -to introduce the students to both signing and non-signing employers
   - -to develop skills in stamina, attitude, retention of skills, time-keeping, and so forth
4. Explanation of checklist of objectives, how it was developed
5. Explanation of the sequence of activities (mini-jobs, on-campus, off-campus)
6. Question to Keith Vinci on his findings at CDHI as to readiness of his clients.
   - -clients not ready for work
   - -problems in communication, frustration, the idea of work,

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rules, dress, co-worker interaction, supervisor's expectations, not accepting responsibility, self-independence

-that employer programs are necessary

7. Comment by Mr. Delani: First placement should be an guaranteed success; if later any removal from placement occurs, it should be done by the school
8. Comment by Keith Vinci: Attitude is the most important. Behavior and control also. These are more important than actual vocational skills as these can be taught if the employee has appropriate attitudes.
9. Comment by Mrs. Delani: It is valuable to include employers before the student arrives at a worksite. Keith Vinci: Coordinator goes with the client to ease the way . Mr. Peltier: We are mainly dealing now with people who know our students and also doing. Attitude of the employers is to help our students. All express an appreciation of what they have learned. Past evaluations show the main need to be affective education, not really vocational skills, and communication.
10. Comments by Keith Vinci: Initiative and ambition are needed on the part of the students; the school may be too structured to allow this.
11. Mr. Delani: Goals for the school should be successful experiences for the students, to watch out for their interests, to provide pre-work experiences before the student is paid for work done, that such work should be done on a trial basis and that such work trains both the employer and student; that work should parallel the learning in the classroom. The school should guarantee success initially, such success will help with self-assurance.
12. Some discussion was held on incentives for unpaid positions both on- and off-campus.
13. Meeting closed with thanks to the participants.

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APPENDIX II

A few facts about JOB READINESS SKILLS;

Since this course is primarily designed for those students labelled as the MHHI (Multi Handicapped Hearing Impaired), it is important to see what the goals for the course/along with the methodology are:

MHHI Students need: Actual "Job-Like" situations on which to base the curricular aspects of the course/ not books/reading and writing method;

Jobs for which immediate referral/feedback can relate to (due to memory problems);

Jobs for practicing things like:

being on time(punctuality) and habitualizing (internalizing) that action/

accepting jobs (to control immediate reaction (and not say "bore!"/or show bad attitudes)

accepting jobs from others and trying for pride building in that accomplishment;

settling of disputes (how to/where to go)

scheduling adherement/memory (build up of (variants on scheduling/build up responsibilities).

In class, MHHI students and the teacher will/do discuss:

-money earned as related to amount of work (work on mini math if necessary)

-cheaper weeks (due to holidays/less work)

-What did your boss say today?

-What did You do today?

-Clothes you have on/ appropriate?

-Grooming/are you prepared appropriatley

-Decision making (in non emergencial situation

created by teacher)

-Absenteeism and its effects (employers/pay/ work accomplished)

Some MHHI Students exhibit a skill/'knack/for things like money skills or artistry skills; for them, I can create "jobs of the Mini Job types" only to utilize those skills/hone them up; If by chance some kids may have an interest in a second serves to increase space on a 'resume', if nothing else. Sometimes a skill like are/calligraphy whatever they have, may serve to enhance real job situation (So/so can draw. Lets ask him to help us with our office party decor or etc...) It may happen that some MHHI students are getting double exposure to job training or the like. There is nothing better than repetition and variety with a common theme, Job and Work. It certainly does not hurt.

JRS encompasses quite a variety of educational tributaries:

-classroom discussion

-observation/analysis based on mini jobs

-counselling discussions

-interpersonal relationships within the class

-helps the MHHI to gain group dynamics tactics/less isolation

-provides common ground/interests topics of discussion

-provides availibility of Communication in multi modes (SE/ASL)

-discussion of jobs and their circumstances (likes/dislikes/hopes)

With JRS and the circumstances that are created because of its inception, the MHHI be able to be contributing members of a 'created society'.

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APPENDIX III

JOB READINESS SKILLS CURRICULAR BASE---------DATE CONTROLLED

September:

Student will understand the need for work/job

Student will have a sense of self-pride in working wit either H or HI employees

Student will have a desire to get and hold a job

Student will have proper attitudes toward work considering his Deafness (limits)

Student will deomonstrate willingness to 'produce' his own work

Student will have a realistic picture of demands or work setting

Student will be concerned about quality of work

Student will accept and understand employer authority

Student will understand that work is priority over social functions

Student will accept and understand employer-employee relations

Student will be on time at beginning of work and after break

Student will have appropriate grooming and hygiene for work setting

Student will be self initiating with his work

Student will be able to keep occupied when work is done

Student will be able to take initiative in doing more than required

Student will understand travel instructions within work site

Student will be able to initiate contact with supervisor appropriately

Student will be able to work continuously with minimum supervision

Student will be able to act appropriately when mistakes occur

Student will be able to follow instructions in a complementary modality

Student will display endurance (stamina) for full work day (physical/behavioral)

Student will demonstrate instruction retention as needed

Student will be able to conceptualize task involving series of steps

Student will demonstrate acceptable tolerance for frustration

Student will be able to concentrate on task free from distractability

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Student will seek help if confused

Student will not be easily influenced

Student will improve quality of work with experience

Student will be able to keep up pace with other employees (if necessary)

Student will identify fire exits/bathrooms/lockers/doors (enter/exit)

October:

Student will be able to demonstrate appropriate behavior when presented with new or unwanted situations

Student will be able to accept change of task

Student will be able to work within a given time limit frame

Student will be able to work up to given quota

Student will be able to maintain on task behavior

Student will be able to control possible disruptive behavior (waiting on line)

Student will be able to work in a group if necessary

Student will be able to transfer previously learned skills to new task

Student will carry JRS skills into work setting

Student will be able to accept failure situations

Student will be able to work continuously while being observed

Student will accept all rules and regulations regardless of preference

Student will be willing to perform an 'unlikeable' task

Student will be able to make compromises to get his final goal

Student will be willing to try new task if requested (with appropriate help)

Student will be able to communicate appropriately with supervisor

Student will be cooperative in interaction with co-workers in work setting

Student will interact cooperatively with authority in work setting

Student will interact appropriately with authority in other areas than work

Student will respond appropriately to praise given by authority

Student will respond appropriately to criticism given by authority

Student will be able to appropriately offer a differing opinion and accept consequences (in supervisor/worker relationship)

Student will demonstrate proper 'on the job' attitude

Student will demonstrate appropriate employee/er relations

Student will maintain even disposition and temper (if necessary)

Student will be exposed to application form filling

Student will learn appropriate behaviors in an interview situation

Student will be able to have appropriate responses and questions in interview

Student will be exposed to 'where to find jobs/job availabilities'

Student will be aware of different types of jobs available

Student will b exposed to 'ups & downs' of job hunting (in case studies)

Student will be able to determine vocational likes and dislikes

Student will have understanding of appropriate steps in finding a job

<u>November:</u>

Student will have and understanding of how much work produces x salary

Student will understand concept of $ per hour

Student will be able to work full task without others (teacher) present

Student will be able to make transition from school ground to work site

Student will be confident in his work performance

Student will be able to follow company rules/safety rules

Student will practice calling in (re sick/lateness)

Student will understand that absences are reflected in pay (subtraction)

Student will budget for transportation to/from work

Student will understand principle of time stealing (pay for work /not self work)

Student will understand difference between overtime and regular pay checks

APPENDIX IV

JOB DESCRIPTIONS FOR MHHI STUDENTS

Custodial aide	dust, mop floors, clean windows, walls, and other related services mix cleaning chemicals and identify the different chemicals used wash and wax floors, use Floor machine (buffer)
Kitchen worker	work in the dish room: a) clean out trays quickly, b) arrange dishes, silverware, and glassware in trays, c) wash tables and clean shakers after customers eat, d) clean up work in the kitchen (cooking area) a) prepare food b) set up food in serving line c) cook on grill d) clean up e) put away kitchen utensils in right places
busboy/host	take out dirty dishes, etc. from customer's tables and set the table greet the customers and lead them to tables accordingly
short order cook	prepare food, cook on grill, cook in deep fryer, arrange food on plates accordingly, read orders and carry them out, clean up
salad bar attendant	prepare and set items for salad bar, get dishes and soup spoons for salad bar, get soup and arrange in salad bar, clean up the mess occasionally
laundry aide	prepare, fold, and pack surgical supplies inspect linen for holes

	sort and fold nightgowns
	prepare towels for automatic folding machine
	do other assorted duties
nurse aide in convalescent home	make beds, change sheets, clean bedside tables, and do other assorted duties
stockroom clerk	stock shelves, put stock away, load and unload van/trucks, help make deliveries, sign invoices sweep store, outside, stairs, and in stockroom
nurse aide in SHC	make beds, cleans kitchen, clean around beds and bedside tables
maintenance worker aide	assist maintenance worker in all kinds of work on campus
mailroom clerk	deliver mail on campus

APPENDIX V

The American Era

NUMBER 3 VOLUME 72 FEBRUARY 1985

Job Readiness Skills Program

A new instructional program at ASD is the Job Readiness Skills (JRS) program. This innovative program currently serves 16 upper school students who are multi-handicapped hearing impaired (MHHI) and in need of special instructional services. The JRS program is designed to provide actual "job-like" situations as the basis for instruction with classroom discussion on specific issues related to jobs and work. The program objectives were developed by ASD staff members Tommy Meehan and Kathy Darby.

The JRS program focuses on learning through real-life experiences and it ties in directly with other special instruction for MHHI students such as the Life Skills curriculum. Each student is placed in a work setting and this "real-life" job becomes the basis for classroom discussion on issues such as punctuality, work attitudes, pride in accomplishment and responsibility. Other classroom topics include dress and grooming, the affect of being absent from work and general decision making guidelines.

The JRS program is funded through a State of Connecticut Work Site Training Grant and is one of three exemplary sites in the state. Students are placed in work situations by ASD staff members Kathy Darby and Joseph "Okie" Oquisanti. Friendly's Restaurant is an example of a JRS work site. Students Michael Teacher and Michael Delaney work at Friendly's at Bishops Corner in West Hartford. CIGNA in Bloomfield is the JRS work site for Jim Walton who also works in food service. Other types of JRS work include custodial work and assistance to nurses. This extension of the ASD vocational training services will provide yet another cornerstone of learning as ASD students prepare for life after graduation.

★★★★★

Mike Delaney demonstrates why he's a valuable employee at Friendly's Restaurant at Bishop's Corner in West Hartford.

(photo by Jamie Burnside)

ASD Senior Class Presents

THE CRIDDERS

The ASD Senior Class is sponsoring a performance of THE CRIDDERS on Saturday evening, March 30, 1985 at 8:00 p.m. The show is a fundraiser for the Senior Class and will take place at King Philip Middle School in West Hartford.

Tickets are available to the public at $6 for adults, $5 for senior citizens and $4 for children 12 and under. Tickets may be purchased by calling ASD at 727-1300 (voice) or 727-1422 (TTY) during the day. Members of the Senior Class are also selling tickets. Any remaining tickets will be sold at the door on March 30.

what looks like a Broadway Show?
what sounds like a Broadway Musical?
what feels like a Broadway Experience?
Follow the SIGNS beyond the Broadway Dimension
THE CRIDDERS

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APPENDIX VI

Budget Summary

Item	Allotted	Expended
I. Direct Costs:		
A. Personnel	13,500.00	13,500.00
B. Travel	1,000.00	1,000.00
C. Supplies: 1. Office		
2. Program	500.00	500.00
D. Other		
II. Total Direct Costs:	15,000.00	15,000.00
III. Indirect Costs:		
IV. Project Costs:	15,000.00	15,000.00

Budget Appendix: Travel Expenses

Student	# of Days	# of Miles	Driver Hours	x $.20/mile	x 5.00/hr	Total
J. W.	46	8	.67	73.60	154.10	
M. D.	83	2	.33	33.20	136.95	
B.C.	-	-	-	-	-	
R. M.	20	2	.33	8.00	33.00	
N. G.	5	1	.33	1.00	8.25	
R. N.	40	10	.67	80.00	134.00	
S. C.	12	8	.67	19.20	40.2	
S. C.	56	7	.67	78.40	187.60	
M. T.	58	2	.33	23.20	95.7	
S. R.	-	-	-	-	-	
E. S.	-	-	-	-	-	
D. D.	5	1	.33	1.00	8.25	
				317.60	798.05*	

(Note: Driver's costs are somewhat inflated by method of calculation; students in many instances rode together and thus "shared" the costs.)